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# Traders and Raiders : A Learning Journey through Time [3rd grade]

Trinity University

Canyon Ridge Elementary School (San Antonio, Tex.)

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# Understand by Design

Unit Title: Traders and Raiders: A Learning Journey through

Time

Grade Level: Third Grade

Subject/Topic Area: Social Studies/ Core Knowledge

Designed by: Sharon Vallier and Jennifer Kramer

Time Frame: Three Weeks

School District: North East Independent School District

School: Canyon Ridge Elementary

School Address and Phone: 20522 Stone Oak Parkway  
San Antonio, TX 78258

## Brief Summary of Unit

This unit focuses on the contributions made by the Vikings and how they have shaped our world. Students will be able to

understand what being a Viking was like through the study of daily Viking life. Students will develop awareness and an appreciation of Viking contributions through their geographical voyages and achievement as explorers. Students will also understand how religion played an important role in Viking life through Norse Mythology and the importance of storytelling.

### Stage 1: Desired Results Understandings

- The Vikings were known for being fierce and terrifying raiders.
- Vikings such as Eric the Red and Leif the Lucky made valuable contributions that affect the world today.
- The life of a Viking was harsh and was often met with great burden.
- Geography played an important role in Viking history.
- Villages were badly scarred from vicious Viking attacks.
- The Vikings were excellent sailors and excelled at shipbuilding.
- Trade was an integral part of Viking livelihood.

- Religion played an important role in navigating Viking beliefs.
- The Rune Stones helped shape our knowledge of the Norse Gods and importance of storytelling.

### Essential Questions

- Do you think the Vikings deserve their reputation?

- Do you think the Vikings had a choice in how they behaved?
- What was the motivation behind Viking exploration?
- What role did geography play in the outcome of the Viking story?
- What role does religion play in the Viking beliefs?
- How does ancient Viking literature influence our world today?

### Knowledge & Skill

3.1A- describe how individuals, events, and ideas have changed communities over time

3.3A- use vocabulary related to chronology, including ancient and modern times and past, present, and future times

3.4A- describe and explain variations in the physical environment including climate, landforms, natural resources, and natural hazards

3.4B - compare how people in different communities adapt to or modify the physical environment

3.14A- identify selected stories and poems and other examples of cultural heritage from communities around the world

3.16B- sequence and organize information

3.16A- obtain information, including historical and geographic data about the community, using a variety of print, oral, visual, and computer sources

3.16E- interpret and create visuals including graphs, charts, tables, timelines, illustrations, and maps

Stage 2: Assessment Evidence  
Performance Task Summary

- Culminating Group Project- Students will graduate from “Viking School” and take turns participating in the “invading” and “raiding” of other lands.
- Individual Project- Students will be required to take on a Viking name and “become” a Viking. They are required to write about their findings, complete a timeline, and draw comparisons between their life and that of their “Viking” persona, all in journal form.

#### Self-Assessments-

Pre-Assessment

Daily quizzes

Post-Assessment

#### Other Evidence, Summarized-

Completed Viking folders

## Stage 3- Learning Activities

### Day 1-

Students are to complete a Viking Pre-Assessment about Vikings.  
Review contents of "Viking Folder."

Students complete a KWLA chart on what they know about Vikings.

(What I know. What I wish to know. What I have learned. How it has affected me.)

Note: Viking Vocabulary Worksheet. Instruct students that they are expected to write definitions as words are learned. Review 6-step Vocabulary process:

1. Students hear word, guesses meaning, then communicates with classmates via "Say Something."
2. Teacher states meaning of word. Teacher writes word for students to copy.
3. Students circles level of understanding
4. Students write word and copies definition.
5. Students draw picture of word for further understanding.

Teacher asks class if they've ever heard of Scandinavia or of Scandinavian countries. Teacher locates countries on map or computer screen and notes surroundings and place in world.

Students then identify Scandinavian countries of Sweden, Denmark, and Norway on maps provided within folders. Students trace Viking routes of exploration with fingertips.



Teacher reads an introductory Viking Book. (You wouldn't want to be a Viking Explorer!)

Teacher then asks students if they have learned anything new about the Vikings?

Ask students who wants to go on a Viking journey?

Explain to students that they will be learning about the life, culture and contributions of the Vikings and that they will expect to recount their adventures in a learning journey folder.

Students then add notes to their KWLA charts under the column, "What I Know" about Vikings.

### Day 2-

Students are to get out their Viking Folder.

Teacher reads "Wanted Poster" aloud as students read along.

Ask the class, "Who wants to apply?"

Review the routes made by Vikings. Identify the three main passageways Vikings used. Have students trace routes with their fingers.

Discuss origins and travels asking students to use their cardinal and intermediate directions as they describe the journeys aloud.

Ask students to state why they think Vikings took certain routes.

Ask students if they think the Vikings had a choice in how/where they traveled. Teacher should state that the land formations actually helped the Vikings to explore and raid other lands.

Teacher reviews land formations/geography with students.

Teacher should state that the land formations actually helped the Vikings to explore and raid other lands.

Using the map provided, the teacher reviews various Viking types: Norwegian, Danish, and Swedish. Ask the students from where they derived: Norway, Denmark, and Sweden.

Review with students what the world was like then. 1,000 years ago the Vikings roamed the seas. They made explorations earlier than even Christopher Columbus! State that the Early Native Americans were the only occupants in North America at the time.

Why did the Vikings explore other lands? Teacher explains that it was to trade and to raid.

Students are asked to decide which type of Viking they would like to be (Swedish, Norwegian, or Danish) and to give themselves a Viking name. Students are to complete "I Hail Myself" sheet and state from where they derived. ( Ex. Victoria the Victorious hails from Scandinavia)

Day 3-

Teacher reads, "Do Not Read this Page!" and ask students whether or not to proceed. (the students say "yes")

Students write down the words "plunder" and "ransom" on their vocabulary page.

Teacher/students read Lesson 1 and 2 from Pearson Book, pg. 90-93.

Students complete 6-step vocabulary process.

Discuss how it might feel to live in a village that was raided. Students are to complete a story starter that gives perspective of what being attacked feels like.

Day-4

Ask the students what kind of ships did the Vikings sail on?

Have students read "Skills of the Vikings" from the Pearson book.

Students are asked to read, "Skills of the Vikings" from the Pearson Book. Students are to review the pictures of ships placed in their folders. Have students complete their own ship drawing of a Knarr ship or Longship. Remind students to remember what kind of Viking they are and to think about what kind of ship they would have traveled on.

Students record the following words onto their vocabulary sheet: cargo, hull, mast

Day 5-

Ask students if they've ever traded anything. Ask them what to "barter" means. Explain that for many Vikings, trading, rather than raiding, was a way of life. Ask students to share some of their trading experiences. Have they ever regretted making a trade?

Students will receive a copy of "Trade goods pictures" and cut out the trade circles. Explain to them they will each receive 8 trade circles. Have them "trade" the items they do not wish to

keep. They may not keep two of the same items. Students will then glue down the 8 circles (items) in their possession and justify why they chose to trade the other ones away. Which were the most important and why?

Day 6-

Teacher/students read pg. 96-97 from the Pearson Book. It is the diary entry of Eric the Red. Students discuss the importance of the Viking explorer. ("Say Something")

Students are to complete a photo album of Eric the Red's life in chronological order. Students are to draw and label each picture depicting important stages in his life. (rubric provided)

Day 7-

Ask the students if they have ever heard of Leif the Lucky. Discuss what makes a person lucky. Students are asked to write a paper about a time they were lucky. ("What's in a Name" activity sheet)

Read Lesson 5, Leif Ericson, pg. 98-99.

Day 8-

Introduce Norse Mythology by reading "Norse Mythology," Appendix C, pg. 10.

Read "Viking Gods and Myths" pg. 100-102, from Pearson Book. Students will create a Viking flap book highlighting some of their favorite Norse Gods.

Day 9-

Read pg. 103 from the Pearson Book. Students examine the Rune Alphabet and write their Viking names according to the Rune Alphabet. Students create messages for their classmates.

Day 10-

Students take the Post-Assessment and review for test by completing crossword puzzle.

Day 11-

Students are to create Viking “helmet” folders. Students will receive a copy of a map in which they are to color in their trade route, according to which kind of Viking they chose to be.

Day 12-

Next, they are to create their own timelines of their life.

Students complete a day in the life of a Viking.

Day 13-

They are to record important facts learned from the Viking Unit.

They are to record important people who influenced Viking history.

Day 14-

Using a computer, students are to complete “Here Come the Vikings” on their designated technology day.

Day 15- Unit Assessment

Day 16- Students take an afternoon to create helmets and simulate the “invading”, “trading” and “raiding” of other classrooms.